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ABSTRACT

A study investigated the effectiveness of enrichment activities in developing the language proficiency, comprehension, and critical thinking skills of limited-English-proficient (LEP) children. Subjects were 19 LEP students (out of an original group of 21) in kindergarten through grade 5, who participated in enrichment activities including cooking, field trips, arts, computer activities, and cooperative group projects, all related to fish and pond life. Subjects participated in 30-minute sessions held twice a week over a period of 10 weeks. At the end of the treatment period, posttest scores in oral English proficiency and critical thinking skills were compared with pretest scores. The great majority of the subjects gained at least a 25% raw score increase in verbal language and a 25% increase in class participation as determined by teacher observation. All felt increased self-esteem and all increased critical thinking skills, using the Ideal Oral Language Proficiency Test and the Woodcock Johnson test for measuring critical thinking skills. It is concluded that such enrichment activities, when coupled with strategies to develop thinking skills, increase LEP student use of English. A 17-item bibliography is included. The LEP student survey form used to elicit information from teachers, student self-evaluation sheet, weekly teacher-researcher conference sheet, and parent permission form are appended. (MSE)

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TEACHING ENRICHMENT STRATEGIES TO LIMITED ENGLISH PROFICIENT STUDENTS IN ELEMENTARY GRADES

by

Geraldine Fernandez

A Practicum Report

Submitted to the Faculty of the Center for the Advancement of Education of Nova University in partial fulfillment of the requirements for the degree of Educational Specialist

The abstract of this report may be placed in a National Database System for reference.

June/1992

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Abstract

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In this report an alternative program designed by the author to help increase language proficiency, comprehension and thinking skills of the Limited English Proficient (LEP) students is described. A target group of 21 LEP students in kindergarten through third grade were identified for the program. These students were targeted for LEP services. The basic strategy used in this project was to have LEP students participate in enrichment activities. Following these enrichment activities the students evaluated the participation according to an agreed upon criteria. The classroom teacher also evaluated student participation. The practicum author measured the success of the program by comparing pre and post test scores on the Ideal Oral Language Proficiency Test (1979) for language development and the Woodcock Johnson (1982) for development of critical thinking skills.

The results indicated that enrichment strategies coupled with strategies to develop critical thinking skills increased the LEP students' use of English as a second language. The enrichment program had a positive effect on students' self-esteem and increased students' participation in the regular classroom.

Appendices include a Limited English Proficient Student Survey, a Student Self-Evaluation Sheet, a Weekly Conference Sheet, and a Parent Permission Form.

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. When it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other professionals in the field and in the hope that my own work, presented here, will earn similar respect.

Signed: Geraldine Fernandez

Geraldine Fernandez

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Practicum Title TEACHING ENRICHMENT STRATEGIES TO LIMITED ENGLISH PROFICIENT STUDENTS IN ELEMENTARY GRADES

Student's Name Geraldine Fernandez

Program Site Riverview Elementary
Observer's Name Pam Bush

Observer's position Assistant Principal Phone #(813) 671-5105

Observer's comment on impact of the project (handwritten)

The LEP students who were involved in Ms. Fernandez's enrichment classes have shown improvement in both their self-esteem and their overall raw score on the IPT.

Pam Bush

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CHAPTER I

Purpose

The setting for this practicum is a rural school. The school was built in 1961 and has been recently renovated. The student body consists of approximately 1,071 kindergarten through fifth grade students. The student population is intergrated racially as a result of busing. The ethnic composition of the school is as follows : 78 percent White, 15 percent Black, 4 percent Hispanic, .37 percent Asian and 2 63 percent others. The socio-economic status of the parents ranges from low to lower middle income blue collar workers. Thirty-four percent of the target school's student population qualifies for free or reduced price lunches.

Due to the school's location most of the students ride a school bus. Thirteen buses transport the majority of the students to neighboring communities. Three buses transport minority students from inner-city areas. The academic curriculum includes Language Arts, Mathematics, Science, Health and Social Studies. Qualifying students have an opportunity to participate in gifted classes in Science and

Mathematics. Physical Education, Music, Library Skills and Computer Education are also provided for all students. Additional special services include classes for mildly Mentally Retarded, Emotionally Handicapped, Specific Learning Disabled, Speech and Chapter I Remedial Reading students.

For the 1991-1992 school year, 63 teachers are employed. Of the 63 teachers, 22 hold a Master's Degree or higher. The remaining staff members include one assistant principal, one guidance counselor, one media specialist and one primary specialist. Support personnel include one administrative secretary, one bookkeeper, one data processing clerk, two clerical secretaries, 24 aides and six custodians. Itinerant personnel include one health assistant, one social worker, and one school psychologist.

The practicum author is completing the twentieth year of teaching. Most of this experience has been in the primary grades. The author is presently a Primary Specialist. This is the fifth year of service at the school. The responsibilities of the Primary Specialist include the observation of students and monitoring of academic progress. Tests and evaluations are administered to the students by the Primary Specialist to

determine academic performance and processing deficits. Guidance and assistance are given to the classroom teacher in modifying curriculum to meet the needs of individual students.

For the purpose of this practicum the target population included 21 Limited English Proficient (LEP) students in grades kindergarten to five. The population consisted of eight boys and 14 girls. The ethnic breakdown was 16 Hispanics, four Asians and one German. A home language survey was conducted to identify the potential pool of LEP students. The students identified in the home survey are tested on some measure of academic performance. The Ideal Oral Language Proficiency Test was used to determine instructional levels of English comprehension and eligibility for the LEP program.

Federal legislation and supportive legislation in some states mandate the initial assessment of language proficiency of students who are speakers of other languages to determine whether special instructional interventions are necessary. This type of oral language assessment is also mandated as a part of the reclassification (exit) criteria for LEP students after receiving special intervention including English oral language instruction.

Language is an essential part of the school curriculum. It is the skill on which all other academic skills are based. A student's academic success is often related to the Limited English Proficient (LEP) student's ability to master English as a second language.

Students who are LEP often have poor self images and develop negative attitudes toward participating, and school and learning in general. Limited English Proficient students are frequently non-participant students who vent frustrations with non-performance behavior. A survey was sent to 16 teachers of LEP students (Appendix A:46). The results of the survey indicated the teachers' concerns. Teachers stated feeling overburdened by greater instructional needs for LEP students. Teachers, as a group, also indicated a desire for additional help to instruct and motivate students. Improving self-esteem among LEP students was also a major need identified by the teachers. Having Limited English Proficient students places an extra burden on the classroom teacher. The teacher must spend valuable instructional time encouraging student performance.

Fifteen of the 16 teachers of LEP students noted on the

survey that LEP students demonstrated poor self image and negative attitudes toward participating and learning in general. No more than 10 percent of the teachers of LEP students should indicate this concern. This is a discrepancy of 83.7 percent existing between the teachers who noticed self image problems among LEP students and those who did not. There was a documented need to work to improve student self image and attitude toward learning.

The inability of LEP students to speak English and comprehend English in a regular classroom was a major concern of the educators at the practicum site (Appendix A:46). As a result of this concern many teachers were engaged in English for Speakers of Other Languages (ESOL) workshops. The Department of Education and the Multicultural Education, Training, and Advocacy, Inc. (META), signed a consent decree which establishes requirements for the delivery of services to LEP students and provisions related to inservice requirements for instructional personnel. The consent degree was brought about due to a lawsuit to better meet the needs of LEP students. The extensive plan sets new standards for the proper identification, placement, provision of programming for,

assessment and monitoring of performance of linguistic minority students. This includes the submission of a three year plan for serving LEP students as a condition of state funding, and the recruitment and training of appropriately qualified staff in bilingual and English as a second language classes. Training consisted of beginning teachers completing 300 inservice hours, veteran teachers completing 60 inservice hours and special area teachers completing 18 inservice hours in the area of English for Speakers of Other Languages (ESOL) strategies. This inservice was necessary in order for a teacher to retain certification.

Sixteen of 16 teachers of LEP students surveyed indicated a need to increase students' English as a second language (speaking and comprehension). No more than 10 percent of the teachers of LEP students should have noted inadequate efforts to teach LEP students. A discrepancy of 90 percent existed. There was a documented need at the target site to improve English for Speakers of Other Languages (ESOL) instruction.

A bilingual aide works with an indentified LEP student once or twice a week for 30 minutes. The problem is this is not enough time spent with students to assist in developing English

language proficiency. To document this, an informal survey of teachers of LEP students was conducted (Appendix A:46). Seventy three percent of the teachers cited LEP student low self-esteem, lack of participation in classroom activities and comprehension of English as major reasons for needing to increase LEP student time spent in individual instruction for English language development.

The Ideal Oral Language Proficiency Test (Ballard, Tighe, and Dalton, 1979) also was used to document the need to increase instructional time in language development. The Ideal Oral Language Proficiency Test is administered to LEP students at the beginning of the school year to determine language proficiency categories. Twenty-one LEP students were tested. Eight of the 21 LEP students fell into category A (non-English-speaking) and 13 of the 21 LEP students fell into category B (limited-English-speaking).

This author searched for viable solutions to solve the problems of low LEP student participation, slow mastery of English as a second language and low self-esteem. The areas addressed in this project were English (speaking and comprehension), classroom participation and building self-

esteem. There was a need to begin to develop critical thinking skills with LEP students as well.

The focus of this project was to increase English (speaking and comprehension) as a second language, increase classroom participation, build self-esteem and develop critical thinking skills in 21 targeted Limited English Proficient students in kindergarten through fifth grade. The objectives selected for the project were as follows:

1. After a period of 12 weeks of participating in enrichment activities at least 85 percent of 21 targeted LEP students in kindergarten through fifth grade will demonstrate a 25 percent raw score increase in oral language use by scoring higher levels of English as a second language on the Ideal Oral Language Proficiency Test (IPT). As the LEP student increases knowledge of English higher levels will be achieved on the IPT. Level A is non-English speaking students. Levels B and C are limited English speaking students. Levels D, E and F are fluent English speaking students. Level M is mastery of English and at this level students may be exited from the program. The purpose of this objective was to increase the oral language use of English as a second language for the use of conversation

instead of trying merely to pass state assessment tests.

2. After a period of 12 weeks of participating in enrichment activities all 21 targeted LEP students in kindergarten through fifth grade will demonstrate a 25 percent increase in classroom participation as measured by a review of a researcher created classroom participation checklist (Appendix C:50) completed by the classroom teachers. The purpose of this objective was to increase the amount of LEP students' participation in the regular classroom setting.

3. After a period of 12 weeks of participating in enrichment activities all 21 targeted LEP students in kindergarten through fifth grade will demonstrate a 70 percent positive increase in self-esteem as measured by a review of a researcher created self-evaluation checklist answered by the LEP student (Appendix B:48). The purpose of this objective was to increase LEP students' self-esteem and confidence levels.

4. After a period of 12 weeks of participating in enrichment activities all 21 targeted LEP students in kindergarten through fifth grade will demonstrate an increase in the use of contrasting and comparing skills and other critical thinking processes as evaluated by the subtest Analysis/Synthesis which

composes the fluid reasoning cluster on the Woodcock Johnson (1982) among at least 85 percent of the LEP students. The purpose of this objective was to develop critical thinking skills that can be applied in all academic areas.

CHAPTER II

Research and Solution Strategies

Limited English Proficient students are usually placed in the low or bottom reading instructional group and seldom progress beyond that low group throughout the LEP student's years of instruction (Fraiser, 1989). The major concern for classroom teachers must be to implement techniques that will enable the LEP student to achieve success. Many LEP students are locked into low groups and are not given a chance to show their potential. Frasier (1989) feels that classroom teachers tend to water down curriculum to fit the LEP student's need. Frasier expressed a need to provide a more intense learning environment. The need to expect more out of the LEP student by emphasizing high expectations, and by developing thinking skills, and by encouraging conversation will bring about higher learning success. Limited English Proficient students need to build English as a second language for the use of conversation instead of trying merely to pass state assessment tests (Frasier, 1989).

Teaching LEP students by traditional strategies does not help the student become proficient in English nor does it help the LEP student learn the academic content of the lesson (Watson, 1989). LEP students need to explore English through audio visual aides such as videos, movies, pictures and handouts (Watson, 1989). A review of professional literature relevant to this project emphasizes that children who are bilingual cannot be taught by the same curriculum as American students who speak standard English (Bowman, 1989). Bowman also believes that children who speak languages other than English do not want to give up the connection with members of their own language group. When classes are set up to allow these children to remain together students build confidence levels. In a regular classroom students may be reluctant to speak out for fear of not being accepted by others.

Wichman (1989) expresses the need for involving non-English-speaking children in other academic areas. Many elementary schools have a program in which students are given intensive learning during reading time. But non-English-speaking students are often exempted from instruction during social studies and science. These students are being set up for failure

(Wichman, 1989). If a student does not feel a part of the class he or she may be frequently absent from school. As the non-English-speaking student grows comfortable with the new school and new friends, the absences will decrease. Another researcher, (Glenn, 1989), supports change and believes that the education system has been taking the wrong road in educating LEP students. The system is not meeting the full potential of the LEP student. Schools that change strategies will have higher success rates. An effective program for the LEP student should include high expectations, opportunities for students to work and learn together in small groups, an emphasis on the use of English, and continual re-examination of successes and problems. Higher standards and demanding pedagogy are precisely what LEP students need and deserve (Glenn, 1989).

In an attempt to provide low cost enrichment to gifted/talented students with limited English proficiency, 11 preservice teachers served as mentors for 20 students in grades four to six (Gray, 1982). Students had learned English as a second language in primary grades. A phase enrichment model was implemented in which: (1) a mentor drafted the proposed enrichment project before meeting students; (2) the mentor and

students agreed on actual projects to be done; (3) the performance of the agreed upon project was judged; and (4) the completion and presentation of the project took place. Evaluation of the project was completed via questionnaires and needs were identified, including increasing student participation in planning projects and the addition of training for mentors. Enrichment for gifted/talented students with limited English proficiency provided advantages in the development of overall student performance in academics and classroom participation (Gray, and Gray, 1982).

One important strategy for LEP students proposed by Cummings (1991) was to allow the students to work together in pairs or small groups to develop critical thinking skills. This strategy invites learners to verbalize inner voices, thus uncovering strategies to use to analyze, classify, estimate, compare, and so on. Cummings (1991) showed that as students become more aware of thinking processess, students can refine approaches to tasks. By sharing thoughts aloud, students give others in the group the chance to listen and learn. In addition, by eavesdropping on such student dialogue, the teacher can diagnose problems and intervene as necessary (Cummings, 1991).

Nava-Hamaker (1981) in Southern California found gains in grade level enrichment in Total Reading and Language of four groups of fifth grade students. The four groups including LEP students in socioeconomic status (SES)1 and SES 2 schools. The four groups were compared to determine whether the students were achieving at grade level in reading and at equivalent level in language. Groups from SES 1 schools consisted of 44 reclassified Spanish Fluent English Proficient (FEP) students in an English-only program and 108 non-minority monolingual students in the English program. Students from SES 2 schools consisted of 40 Spanish surnamed FEP students in an English-only program and 50 non-minority monolingual English students. Socioeconomic status (SES) 1 and SES 2 schools were formed by matching all elementary schools on three variables (socioeconomic status, aid to Families of Dependent Children, and percent of limited English proficient/non-English proficient students).

Findings indicated that: reclassified Spanish FEP students receiving bilingual instruction for at least one year showed gains at the same rate in Total Reading and higher gains in Total Language than non-minority monolinguals, but did not

achieve at the same rate in reading and language grade level; and Spanish surnamed FEP students in SES 2 schools lagged significantly behind non-minority monolinguals in both reading and language gains and grade level (Nava-Hamaker, 1981).

Connecticut is beginning a series of reforms directed toward enhancing students' critical thinking skills. A state advisory committee consulting with prominent critical thinking experts indentified skills which they perceived to be essential for critical thinking (Reis, 1990). These skills were classified into three broad categories: 1) classifying issues and terms, 2) judging and utilizing information, and 3) drawing conclusions. These generic skills remain the same through grade levels. Each grade level has multiple subskills listed under two categories:

I. Discrimination and Comprehension
   A. Makes careful observations
   B. Identifies similarities and differences
   C. Organizes items into define categories
   D. Comparing and contrasting
II. Drawing Conclusions
   A. Predicts a logical outcome
   B. Forms generalizations
   C. Solving problems (Reis, 1990, p.56).

John Vera in Cognitive Development in the Bilingual Child (1985) emphasizes that unless instruction in English is related

to the life of the language-minority community in which the school program is located, the limited English proficient student will have no reason to practice English outside the school. To develop a meaningful school program, particularly for young LEP students, Vera contends that instructors must be knowledgeable about the social and language features of the language-minority community (Vera, 1985).

Dulay and Burt (1985) argue that teaching academic subjects through the home language of the LEP student (a) maximizes the probability that classes will hold the LEP students' attention, (b) increases the amount of time that may be spent on conceptual learning, and (c) precludes the teacher's having to teach both concepts and English language simultaneously. Researchers Dulay and Burt recommend (a) basic academic instruction through the home language of the LEP students; (b) second language instruction that is articulated with the subject matter curriculum; (c) nonacademic subjects such as art, music, and physical education taught through English and taken with native English-speaking students; and (d) a transition period during which academic subjects are taught in English before LEP students are placed in the classroom (Dulay and

Burt, 1985).

Orozco (1982) did a series of studies on Spanish speaking students in predominately English speaking elementary school. The results of the studies of classroom factors influencing English oral language development in Spanish speaking bilingual elementary students are reported. Teacher control of oral language practice, extra practice in oral language encoding for bilingual students, and similarities between the English proficiency scores of children in bilingual and regular programs were investigated through observation of children in bilingual and regular classrooms. The findings supported the hypothesis that bilingual children in bilingual classrooms would not differ significantly from children in non-bilingual classrooms in regard to oral language skills. Children are learning or failing to learn the same quantity of language in all elementary programs because teachers do not direct oral encoding. Methodologies used in bilingual programs were not found to be unique to bilingual education. A need for new language teaching methods for bilingual classrooms is indicated. Several learning activities were suggested as a means of promoting oral language development by intensifying language learning

environments in the classroom. One of the suggested activities was to provide enrichment activities in the area of language development (Orozco, 1982).

The development and use of verbal and nonverbal communication by children in early stages of second language acquisition were investigated in a natural setting by Saville-Troike (1982). Twenty young speakers of Japanese, Korean, Hebrew, Spanish, Icelandic and Polish, enrolled in a multilingual program and ranging in age from seven to 12 years, served as subjects. All of the children knew very little or no English, were literate in the student's native language, and had well educated parents. For instructional purposes the children were divided into two groups according to age and maturity level during 30 minute daily periods for instruction of English as a second language. Videotapes of these sessions were made once a week throughout the 1981-1982 school year, and audiotapes were made of the first 10 minutes of two other sessions each week. Additional observations and recordings were also conducted. Videotapes were scripted and checked by four researchers (Saville-Troike; et al, 1982). Findings were derived from a total of eight hours of videotaping. It was concluded that the

narrative and conversational patterns that children selected appeared to be systemically related to students' success in learning English (Saville-Troike, 1982).

Another researcher (Tyler, 1989) sees the need to examine the school's learning environment to see that it is supportive and stimulating for each LEP student. Teachers should look at students' motivational level and try to find activities that will generate interest in these students. Teachers should find activities that will be useful for LEP students. An obstacle to learning for some students is a lack of confidence. Learning activities should be structured for these students that show step-by-step how to solve tasks and provide clarity of what the objective is. Tyler (1989) encouraged teachers to look at cooperative learning procedures that will assist minority children in reaching success (Tyler, 1989).

Johnson (1986) found one way to help minority students with limited English proficiency achieve a higher level of literacy was to use computers in language art classes. Word processors now enable the production of software that involves students in text production and manipulation. This development has made it possible to introduce the computer into

the classroom as a tool for writing. Spanish-speaking first and second grade students were instructed: (1) through the language experience approach and used computers to write stories; (2) in the language experience approach students used pencil and paper to write stories; or (3) in a traditional bilingual program. The scores of groups instructed through the language experience approach were higher than scores of controlled groups. Vocabulary reading and writing scores of the computer users were significantly higher than the scores of students using pencil and paper. Children using computers experimented more with stories than children using pencil and paper. Computer users' stories were generally longer than stories written with pencil and paper. Generally findings suggest that word processing has both affective and cognitive advantages for the LEP student (Johnson, 1986).

Another method of providing enriching strategies to LEP students is to have students work together in cooperative teams around a computer. Research (McKenna, 1990) shows computer learning has improved student attendance, grades and self-esteem. By allowing interactive groups to work on computer adventure games, students will become involved in the language

and reading while enjoying the game and the competition (McKenna, 1990). McKenna believes the use of interactive games can be used to improve problem-solving skills. Social interaction skills will develop because of the team work approach. The students learn to work together to accomplish common goals.

A school's first duty must be to help the child acquire the language of the society in which he or she now lives. The first couple of years in a LEP student's education should be spent making sure students develop full proficiency in English. Therefore methods involving intensive exposure to the sights and sounds of English are the most successful (Chavez, 1991).

Hispanics are the fastest growing minority group in the country. Hispanics now number more than 20 million; one third are immigrants (Chavez, 1991). If the children of immigrants fail to master English, the children will end up denied the American Dream their parents came seeking. No amount of ethnic pride can justify depriving children the opportunity to succeed.

Solution Strategies

Based on the works of Frasier (1989), Watson (1989),

Wichman (1989), Glenn (1989) and Cummings (1991), this practicum author chose to design and implement an enrichment program for targeted LEP students in kindergarten through fifth grade. Limited English Proficient students were actively engaged in enrichment activities designed to build English as a second language for the use of conversation instead of trying merely to pass state assessment tests (Frasier, 1989). These enrichment activities were implemented through the use of audio visual aides, such as videos, movies, pictures and handouts (Watson, 1989). The enrichment activities included high expectations and opportunities for LEP students to work and learn together in small groups (Glenn, 1989). Working together, cooperatively, provides the LEP student the opportunity to verbalize inner voices, thus uncovering strategies to use to analyze, classify, estimate, compare and so on in developing an awareness of the thinking processes (Cummings, 1991). These activities, materials and additional time periods were designed to have a positive effect on LEP students in learning English as a second language and in increasing self-esteem and increasing student participation in the regular classroom (Wichman, 1989).

CHAPTER III

Method

The practicum author implemented an enrichment program with the intent of providing various activities to elementary students to develop English as a second language. Special goals were to improve language use, increase classroom participation, improve self-esteem, and develop critical thinking skills.

At the beginning of the year the practicum author collected each Limited English Proficient (LEP) targeted student's score on the Ideal Oral Language Proficiency Test. Data were also collected on the LEP student's performance in the regular classroom. The regular classroom teacher was given a survey (Appendix C:50) to assess student participation in class.

The next procedure was to develop the enrichment program. The practicum author along with the classroom teacher determined what objectives were needed to meet goals set in the content area, language development and critical thinking skills.

The lessons were taught by hands on activities, art lessons,

sorting and comparing objects, computer lab participation, cooking, working together in cooperative groups, and field trips. Visuals and manipulatives were used with each lesson.

For the purpose of this project the practicum author was the instructor of enrichment activities. For the future, the instructor can be a parent volunteer, Primary Specialist or bilingual aide.

There was no extra cost to implement this program as no outside resources were required beyond those already provided by the school. This program was monitored within the practicum setting by the practicum author and classroom teacher. A variety of existing materials such as construction paper, magazines, pictures, library books, software and items for comparing were utilized. Time was needed to collect necessary data to begin the program. All targeted LEP students were tested individually with both a pretest and post test on The Ideal Oral Language Proficiency Test and Analysis/Synthesis Test of the Woodcock Johnson which took a lot of time.

The time frame for the program was 12 weeks. Activities for each week are described below.

During the first week the practicum author collected data

from the Ideal Oral Language Proficiency Test, Woodcock Johnson subtest, Analysis/ Synthesis, self-esteem checklist, and classroom participation checklist given to LEP students. Parent permission was sought (Appendix D:52).

During the second week of implementation an explanation of the enrichment program was given to classroom teachers. The goals were set and materials were gathered. Instructional materials included library books, pictures, videos, arts and craft supplies, and magazines. The goals of active participation and improved English language skills were discussed. Specifically, students were asked to raise hands to participate and to speak in complete sentences.

An explanation of enrichment program was given to LEP students involved during week three. Two 30 minute classes per week were held with all kindergarten through second graders. Also two 30 minute classes per week were held with all third through fifth graders. A variety of activities took place: cooking, field trips, arts, computer activities, cooperative groups. Implementation of the curriculum was begun. The classes observed a fresh water aquarium. The classes discussed the necessary elements needed to set up an aquarium.

The classes went to the school library to collect books on aquariums and fresh water fish.

During the fourth week the instructor read a book about goldfish and showed a variety of photos of fresh water fish to all students. The instructor gave a lecture on setting up an aquarium. The class then worked together to set up an aquarium using critical thinking skills. The specific critical thinking skill employed in this lesson was sequencing. A conference was held with targeted LEP students. The purpose of this conference was to assess student attitudes toward enrichment (Appendix B:48).

During week five, the instructor invited a speaker to talk to the students about the care of fish as pets. Question and answer time was permitted. For the art lesson students made a fish wind sock.

The classes visited the nearest pet shop during week six to observe fish and aquariums. The students returned to class and drew pictures of what they saw. The pictures were discussed and then displayed in the school library. In addition, discussions of local fish farms were held as three LEP students' families work on fish farms and there was a high degree of

relevance.

The classes had a cooking lesson during week seven. Materials were ready to make peanut butter and jelly sandwiches. The students told the order needed to make sandwiches. The students cut the sandwiches into the shape of a fish. Also the students wrote out recipes stressing following directions and sequencing.

The instructor lectured on fresh water habitats noting the differences between aquarium fish and pond fish during the eight week. The discussion included life in and around a pond. A variety of pictures and books were needed. A field trip was planned to observe the school pond.

During week nine the classes visited the school pond. Students, in pairs, recorded what they saw. The classes then went to the computer lab to type in their notes and have notes printed out. Drawings were added to the print out to note detail and color.

During week 10 the instructor lectured on the differences between salt water and fresh water fish as well as the differences between salt and fresh water. Materials needed were various pictures of salt water fish. The classes, in

groups of four, cut out pictures of fish and made a collage.

During the eleventh week the instructor provided information on pond life (plants, animals, birds, insects, etc.). The students worked on worksheets in cooperative groups using critical thinking skills to answer. Specific skills required included reasoning and summarizing.

A weekly conference was held between the practicum author and each of the 16 target classroom teachers to determine student progress (Appendix C:50). The necessary data were collected by the author.

The final results were assessed during week 12 by giving Form B of the Ideal Oral Language Proficiency Test to each student. These scores were compared with the pretest scores determining growth in English as a second language. Also, the Analysis/Synthesis subtest of the Woodcock Johnson was given again to determine student gain.

Timeline

Week	Activity
1	Initial student data collected.
	Parent permission was gathered.
2	Program explanation was given to

teachers. Goals were set.

3 Program explanation was given to students. Two 30 minute classes were held with all students. Implementation of curriculum was begun.

2-12 A weekly conference was held between the practicum author and the classroom teacher to monitor student progress.

12 The final results were assessed and and compared.

CHAPTER IV

Results

The focus of this practicum was to increase English (speaking and comprehension) as a second language, increase classroom participation, build self-esteem and develop critical thinking skills in 21 targeted Limited English Proficient students in kindergarten through fifth grade. Two students withdrew during the implementation period. The success of the program was measured by comparing data compiled on several different instruments, including the Ideal Oral Language Proficiency Test Form A (pre-test) and Form B (post-test), the Woodcock Johnson Analysis/Synthesis subtest, the participation checklist, and a researcher created student self-esteem measure. Improvements in English language knowledge, participation, self-esteem, and critical thinking skills were desired. Based on the positive feedback received and the data collected throughout implementation this writer concluded that the increase in English (speaking and comprehension) as a second language, increased classroom participation, increased

self-esteem and the development of critical thinking skills were direct results of teaching enrichment strategies to LEP students.

After a period of 12 weeks of participating in enrichment activities at least 85 percent of the 21 targeted LEP students in kindergarten through fifth grade were to demonstrate a 25 percent or better raw score increase in verbal language knowledge by scoring a higher level on the Ideal Oral Language Proficiency Test (IPT). The first objective was not successfully met however, 14 of the remaining 19 students met the 25 percent or better requirement. Upon completion of the implementation period the results showed that 100 percent, or 19 out of 19 students, increased their raw score number of correct responses on the IPT post test. The class average rose from 26.19 items correct to 39.26 items correct. The percentage of increase was computed by taking the total scores of the pretest and dividing it by the total number of students tested and by taking the total scores of the post test and dividing it by the number of students retested. Raw scores for the pre and post tests are shown in Table 1 :33.

Table 1

A Comparison of Total Items Correct on IPT

Test Evaluating English as a Second

Language Comprehension

Student	Pretest	Post Test	Rawscores required for 25% increase	Results
A	18	22	22.5	-
B	41	48	51.3	-
C	48	60	60.0	+
D	16	35	20.0	+
E	22	26	27.5	-
F	28	34	35.0	-
G	48	60	60.0	+
H	25	35	31.5	+
I	55	72	68.8	+
J	48	60	60.0	+
K	9	29	11.3	+
L	11	29	13.8	+
M	25	48	31.3	+
N	48	62	60.0	+
O	10	23	12.5	+
P	28	34	35.0	-
Q	10	23	12.5	+
R	11	23	13.8	+
S	11	23	13.8	+
T	10	*	*	*
U	28	*	*	*

Class average of correct responses 26.19 pre test
Class average of correct responses 39.26 post test
* = Denotes no score as students moved during implementation
+ = Denotes increase of 1 or more
- = Denotes decrease of 1 or more

Objective two was mastered as after a period of 12 weeks of participating in enrichment activities all 21 targeted LEP students in kindergarten through fifth grade demonstrated a 25 percent increase in classroom participation as measured by a review of a researcher created classroom participation checklist. The checklist consisted of how the classroom teacher felt the LEP student was progressing in the classroom. The teachers rated students' attitude toward attending enrichment class and noted if there was an increase in student self-esteem, and an improvement in English as a second language.

This objective was met successfully. Prior to implementation 14 of 21 students participated less than 50 percent of class time as indicated by the classroom teacher on the student survey (Appendix A:46). After the implementation period, this number rose to 19 of 19 students participating 50 percent of the time or more in the regular classroom. Results are reported in Table 2:35.

Table 2

A Comparison of Percentage of Participation Before Implementation and After as Evaluated on the Researcher Made Checklist List.

Student	Pre	Post	Percent Change	Results
A	30	40	+10	-
B	50	80	+30	+
C	60	100	+40	+
D	50	100	+50	+
E	30	50	+20	-
F	40	70	+30	+
G	40	90	+50	+
H	50	90	+40	+
I	40	80	+40	+
J	30	80	+50	+
K	40	95	+55	+
L	40	75	+35	+
M	70	100	+30	+
N	60	100	+40	+
O	60	80	+20	-
P	30	80	+50	+
Q	30	80	+50	+
R	40	80	+40	+
S	40	80	+40	+
T	20	*	*	*
U	20	*	*	*

Class average pre test 39.52 percent
Class average post test 81.57 percent
* = Denotes no score as students moved during implementation
+ = Denotes 25 percent or greater increase
- = Denotes less than 25 percent increase

Objective three was measured after 12 weeks of participating in enrichment activities with all 21 targeted LEP

students kindergarten through fifth grade who were to demonstrate a 70 percent positive increase in self-esteem as measured by a review of a researcher created self-evaluation checklist answered by the LEP student. Each student chose a happy face, medium face or sad face according to how the student felt that they did in class that week. According to the responses made all 19 of 19 students felt good about themselves and felt that they contributed more to class after than before enrichment implementation. It should be noted that students tended to mark themselves high from the very first week and continued to do so throughout the implementation. The purpose of this objective was to increase Limited English Proficient students' self-esteem and confidence levels. By the students' responses this objective was not technically met because there was no room left for student improvement based on most student responses from the beginning of the project.

Objective four was measured after a period of 12 weeks of participating in enrichment activities with all 21 targeted LEP students in kindergarten through fifth grade who were to demonstrate an increase in the use of contrasting and comparing skills and other critical thinking processes such as

sequencing and summarizing as measured by raw score performance on the Analysis/Synthesis subtest of the Woodcock Johnson . This subtest was used to assess fluid reasoning. This objective was successfully met. Upon completion of the implementation period the results showed 100 percent or 19 of 19 students increased their critical thinking skills. The average rose from 13.95 items correct on the pre test to 20.57 items correct on the post test.

Table 3

A Comparison of Total Items Correct on The Analysis/Synthesis Test

Student	Pre Raw Scores	Post Raw Scores	Raw Scores Points Gains
A	22	25	+3
B	14	25	+11
C	19	25	+6
D	19	25	+6
E	5	13	+8
F	19	23	+4
G	19	26	+7
H	13	22	+9
I	19	26	+7
J	22	25	+3
K	10	21	+11
L	1	5	+4
M	21	25	+4
N	22	31	+9
O	5	13	+8
P	19	23	+4

Student	Pre Raw Scores	Post Raw Scores	Raw Scores Points Gains
Q	10	12	+2
R	5	13	+8
S	5	13	+8
T	10	*	*
U	14	*	*

Class average of correct responses 13.95 pre test
Class average of correct responses 20.57 post test
* = Denotes no score as student moved during implementation
+ = Denotes increase of 1 or more raw score points.

These findings are of no surprise to the writer. These data support current research which states that enrichment activities which include high expectations and opportunities are helpful to LEP students. Enrichment where LEP students work and learn together, cooperatively, provide the LEP students the opportunity to verbalize inner voices, thus demonstrating the critical thinking strategies of analyzing, classifying, estimating, comparing and so on (Cummings, 1991). These activities had a positive effect on the LEP student in learning English as a second language and in increasing self-esteem and student participation in the regular classroom as predicted by Wichman (1989).

Results from this practicum indicates that enrichment strategies coupled with strategies to develop critical thinking

skills will increase the LEP students' use of English as a second language. If this theory holds true, curriculum which focuses attention on increased amounts of time for LEP students as well as increased expectations will increase academic success.

CHAPTER V

Recommendations

Due to the success of the project the practicum author will recommend the implementation of the program for all Limited English Proficient students at the practicum site. The author is willing to conduct a workshop to inservice teachers on enrichment strategies. Suggestions for classroom management with LEP students will be given.

The practicum author will share the results of the practicum with the district area Bilingual Supervisor. The author will also be willing to conduct a training session for implementing the program. This could be made available to all interested schools and or classroom teachers.

A 25 percent increase is a high expectation perhaps requiring more time particularly as student start at higher levels of English. More time is needed to raise levels of raw scores in a short period (12 weeks). LEP students can not be expected to make leaps and bounds without relevant and enriching activities.

The curriculum was developed around the area of science. This area of the curriculum provided an interest to all students involved in the project.

Monitoring student progress was very time consuming. Classroom teachers were reluctant to return weekly checklists. The teachers found the checklists were too often. Perhaps once a month would be a better time frame.

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Appendices

Appendix A
Limited English Proficient
Student Survey

Appendix A

Limited English Proficient Student Survey

1. The LEP student in your class participates in all academic activities with a great deal of confidence.

Agree Undecided Disagree

2. The LEP student in your class is receiving adequate services from the bilingual aide.

Agree Undecided Disagree

3. The LEP student in your class is becoming proficient in English as a second language.

Agree Undecided Disagree

4. The LEP student in your class has high self-esteem?

Agree Undecided Disagree

5. Do you feel additional structured time in enrichment activities will benefit the LEP student?

Agree Undecided Disagree

Appendix B
Self-Evaluation Sheet

Appendix B

Self-Evaluation Sheet

Date_____

1. How well did you do in class today?

2. Did you raise your hand and answer questions?

3. How do you feel about yourself today?

Appendix C
Weekly Conference Sheet

Appendix C

Weekly Conference Sheet

Date_____

1. What is the student's attitude toward the program?

good fair poor

2. Does the student participate in classroom discussion?

somewhat fair poor

3. Would you say that there is a noticeable improvement in English as a second language?

somewhat fair poor

4. Would you say that there is a noticeable improvement in the student's self-esteem?

somewhat fair poor

5. Would you say that the program has a positive influence on the LEP student?

Week 12

6. What percentage increase in class participation have you noticed in your LEP students since February?

none 10 20 30 40 50 60 70 80 90 100

Appendix D
Parent Permission Form

Appendix D

Parent Permission

To the parents of _____

Dear parents,

Your child has been chosen to participate in an enrichment program. The instructor will be the primary specialist. Your child will be instructed in 30 minutes instructional activities twice a week for 12 weeks. The results of your child's participation will be used in a research paper.

We strongly believe your child will benefit from this program.

Please check one:

___ Enrichment program

___ I do not want my child to participate.

_____ _____

parent primary specialist

(Parent permission will also be sent in Spanish.)